

From PE to PHE: Implementation of an in-service training activity designed for secondary school PE teachers

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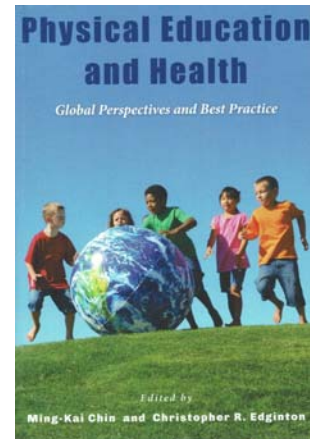
Introduction

From PE to PHE

A global evolution since the end of the 20th century

An worldwide overview (Chin & Edginton, 2014)

- 40 countries
- 23 from Europe



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PHE in Europe?

Chin & Edginton (2014)



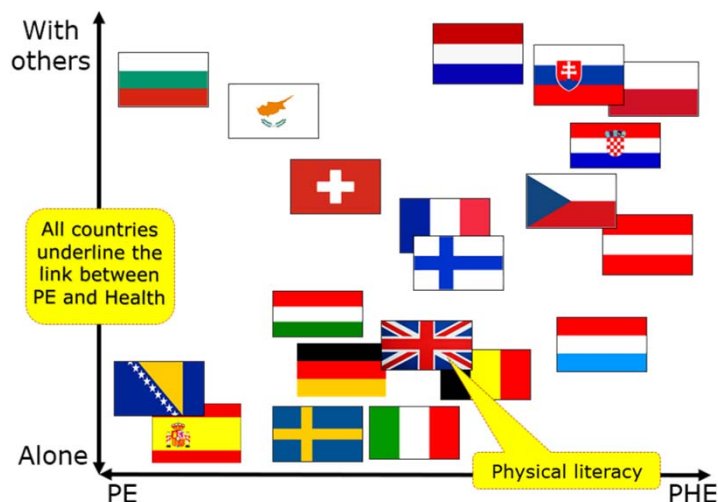
Cloes (2017)



- | | |
|--------------------------|----------------------|
| • Austria | • Italy |
| • Belgium | • Luxembourg |
| • Bosnia and Herzegovina | • Poland |
| • Bulgaria | • Romania |
| • Croatia | • Serbia |
| • Cyprus | • Slovakia |
| • Czech Republic | • Spain |
| • England | • Sweden |
| • Finland | • Switzerland |
| • France | • The Netherlands |
| • Germany | • Ukraine |
| • Hungary | |

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PHE in Europe?



Cloes (2017)

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PHE in Belgium?

Physical Education Stimulating a Healthy Lifestyle and Critical Sports Consumption in Belgium

De Martelaer Kristine

Vrije Universiteit Brussel

Seghers Jan

Katholieke Universiteit Leuven

Cardon Greet

Haerens Leen

Ghent University

De Boever Eric

Bond voor Lichamelijke Opvoeding

Cloes, Marc

University of Liege

2014



- Progressive awareness of the contribution of physical education to the adoption of an active and healthy lifestyle
 - ⇒ PE teacher as the cornerstone of the PA promotion (Tappe & Burgeson, 2004)
 - ⇒ International mobilization (European Commission, 2008; Unesco, 2017)
 - ⇒ Increasingly abundant literature (Dewar, 2001; Turcotte et al., 2007)

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Current reform of PE curriculum

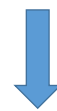
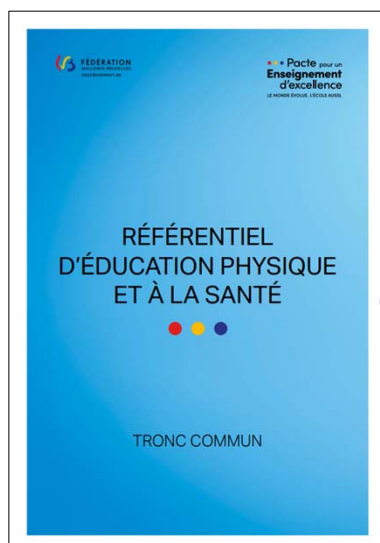
- Pact for Excellence in Education (PEE), in development since 2015
- Major modification in the Federation of Wallonia-Brussels
 - ⇒ Growing importance of physical activity, wellness, and health
 - ⇒ Central role of PE for that theme



Pacte pour un enseignement d'excellence (2017)

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Physical and health education curriculum

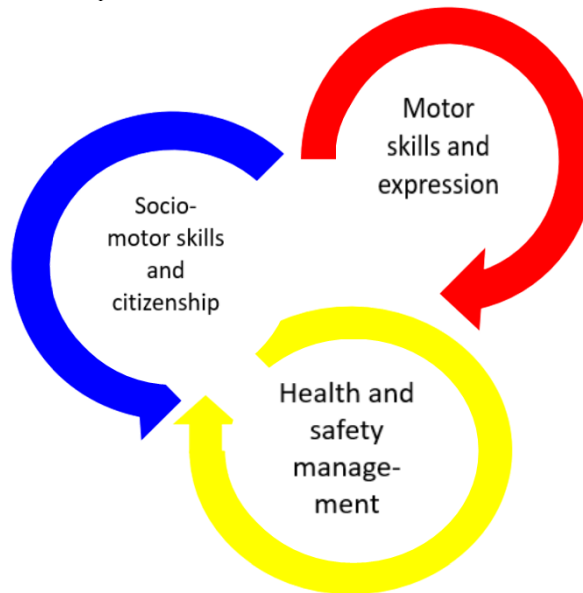


2022

<http://enseignement.be/index.php?page=28597&navi=4920#documents>

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Three series of competences



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Health and safety management

GSS1	Adopt a healthy and active lifestyle , be actively responsible for ones physical fitness
GSS2	Be actively responsible for ones own safety and that of others indoors, in natural, urban and aquatic environments
GSS3	Identify ones emotions, use emotion and stress management techniques
GSS4	Build a positive self-image , develop your sense of competence and more broadly your self-esteem to adopt a healthy and active lifestyle inside and outside of school
GSS5	Exercise critical thinking on various topics related to health and well-being

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PE teachers become the cornerstones

During physical education ...

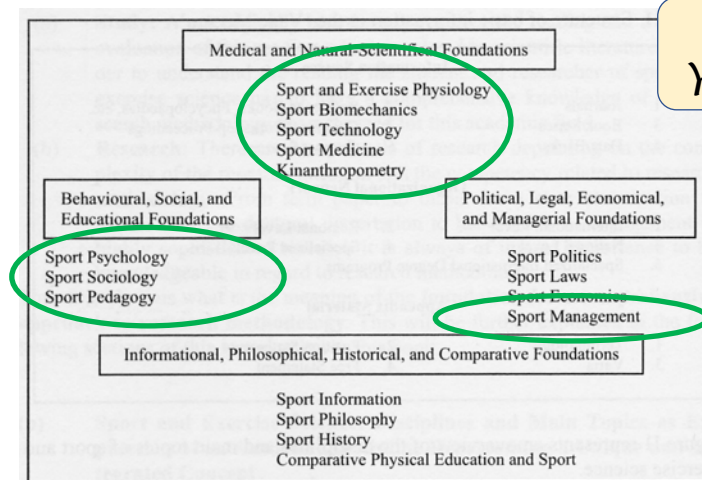
Socio-motor skills and citizenship

The teacher leads psycho-socio-motor learning. It stimulates motivation and arouses pleasure and movement.

Health and safety management

Motor skills and expression

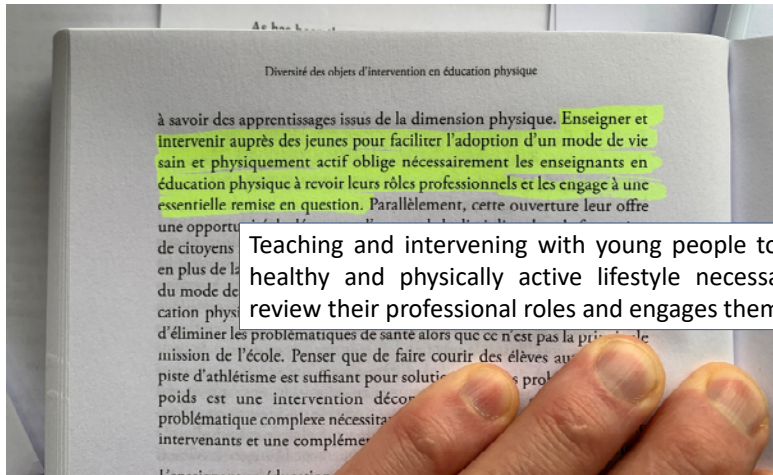
Does PETE allow them to acquire the necessary skills?



Answer:
YES, BUT ...

Need of (continuous) professional development

Turcotte et al. (2023, p.510)



Teaching and intervening with young people to facilitate the adoption of a healthy and physically active lifestyle necessarily obliges PE teachers to review their professional roles and engages them in an essential questioning.

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Need of (continuous) professional development

- Involvement of the practitioners (Turcotte et al., 2021)
- Support of experts from non-school professionals (Cloes et al., 2013)



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Goals of the study

Why this study?

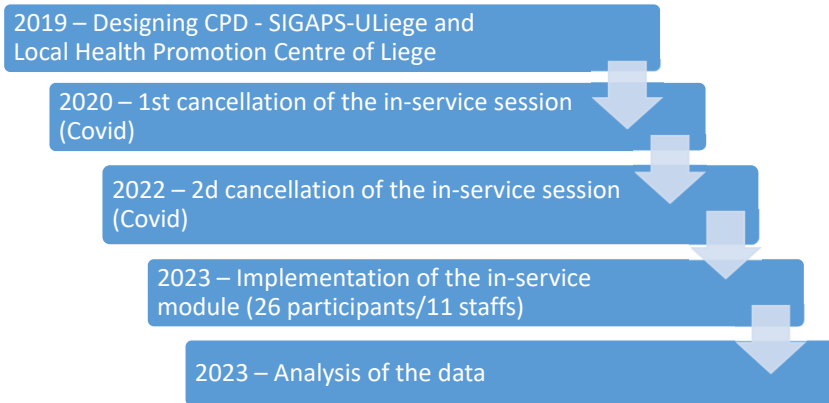
- To provide the opportunity for PE teachers to collaborate with health promotion specialists to develop units of PE lessons integrating health-related concepts
- To determine the evolution of PE teachers' opinions about their engagement in teaching health-related concepts after participation to an in-service module
- To collect the participants' feedbacks about such module



Context

- Since 2001, SIGAPS-ULiege proposed almost 70 in-service activities for PE teachers
- Activities financially supported by several institutions
 - During school days
 - One to five days
 - Mainly groups of 12-35 teachers
 - Mainly practical topics illustrating pedagogical concepts
 - Instructors from professional circles or university staff

Timeline on the in-service module



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Design of the in-service module

	Tuesday	Thursday	Friday
9am	Designing PEH lessons <ul style="list-style-type: none"> • Introduction • 6 groups of 4-5 PE teachers • Co-construction with health promotion experts 	Fun learning of martial arts <ul style="list-style-type: none"> • Practical • Experimented PE teacher 	Designing PEH lessons <ul style="list-style-type: none"> • Finalization of the projects • Presentation of the projects • Sharing and exchanges
12pm	<ul style="list-style-type: none"> • Unit of 6 lessons 		
1pm	Correct postures, breathing, and relaxation <ul style="list-style-type: none"> • Practical • Field expert 	Designing PEH lessons <ul style="list-style-type: none"> • Addictions • Education in relational, emotional, and sexual life • Environmental life • Mental health • Nutrition • Life hygiene 	Urban training/Street workout <ul style="list-style-type: none"> • Practical • Experimented PE teacher
4pm			

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Online questionnaires (Survey Monkey)

Teachers

- Demographic information (Pre)
- Knowledge about the new curriculum (Pre)
- Opinion about PHE implementation (FAMCE model – Duclos, 2016)(Pre + Post)
 - ▶ Context, personal, and social factors
 - ▶ Lickert scale, 4 levels
- Expectations about the in-service module (Pre)
- Feedback about the module, open questions (Post)

Experts

- Feedback about the module, open questions (Post)

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Available data

Teachers (n=26)

	Answers	Gender (F)	Teaching level (lower secondary)
Pre	24/26	14/26	16/26
Pre + Post	15/26	9/26	10/26

Experts (n=11)

Non-profit Liege	Addictions	2
Non-profit Seraing	EVRAS*	1
Non-profit Liege	Environmental health	1
Non-profit Liege	Mental health	1
Non-profit Brussels	Nutrition	1
Health insurance fund	Life hygiene	2
Province of Liege	Transversal	2
ULiege	Coordination	1

*Education in relational, emotional and sexual life

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Data analysis - Excel

- Profile of the answers on the curriculum (n=24)
- Comparison Pre and Post of the opinions (n=14)

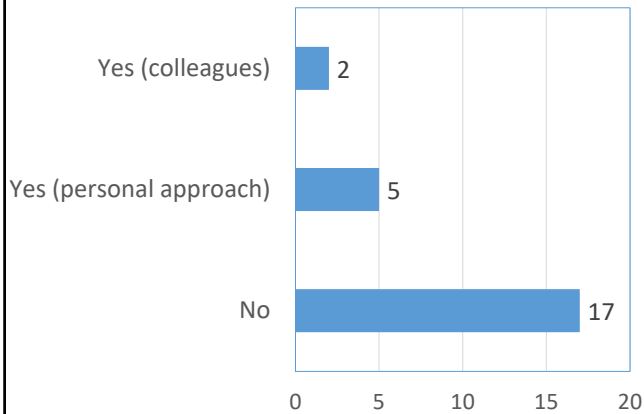
Code	Sexe	Niveau_enseignement	Réseau	Infos_nouve au_référentiel	Connaissan ce_référentiel	Confiant 1
Ai2709	1	1	1	5	2	3
An0100	1	1	1	5	3	3
Be1500	1	1	1	5	1	3
Ca1210	1	1	1	5	1	3
CH0921	1	2	1	2	2	4
ch2502	2	1	1	5	2	3
Ch2505	2	1	1	3	1	3
Ch2693	1	2	1	3	3	3
Ch3009	1	1	2	2	2	2



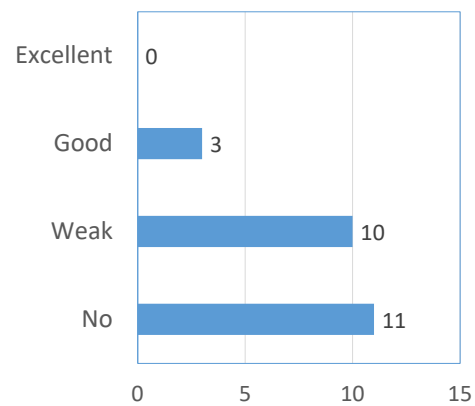
Results and discussion

About the new curriculum

Information?



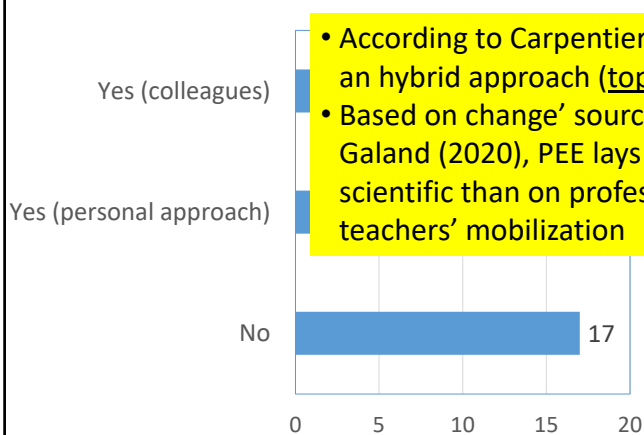
Knowledge?



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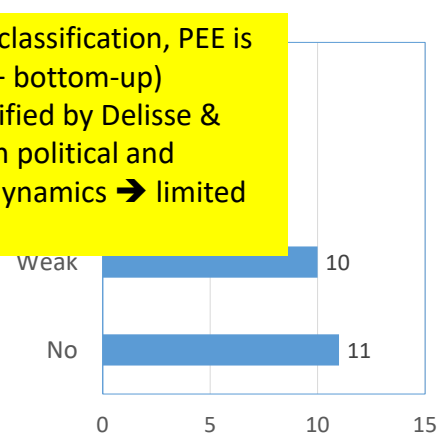
About the new curriculum

Information?



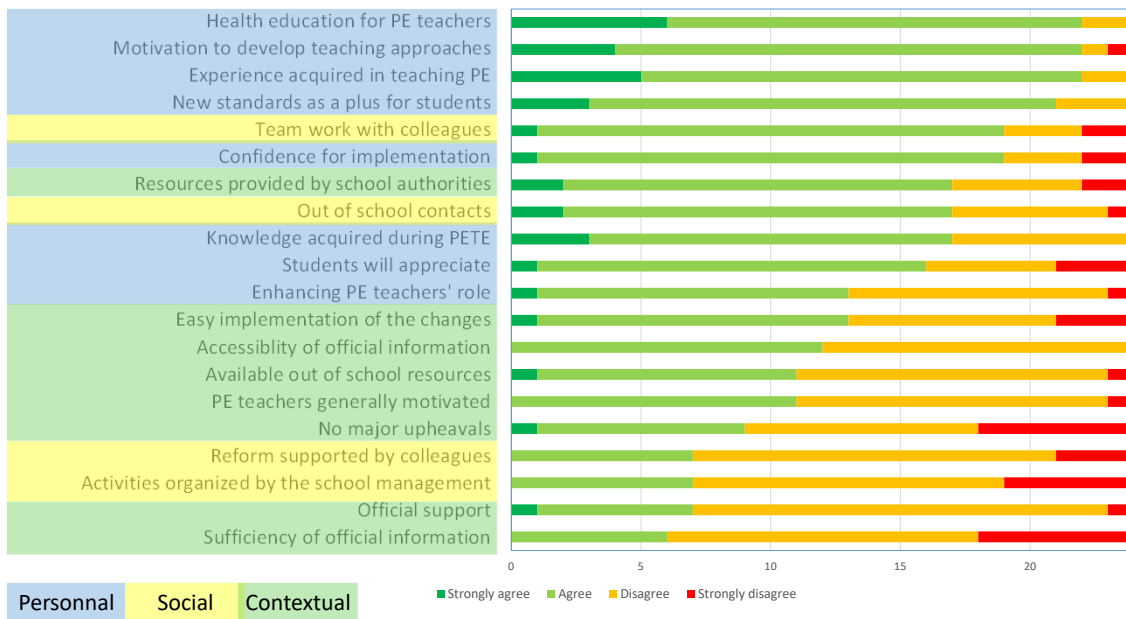
- According to Carpentier (2012) classification, PEE is an hybrid approach (top down + bottom-up)
- Based on change' sources identified by Delisse & Galand (2020), PEE lays more on political and scientific than on professional dynamics → limited teachers' mobilization

Knowledge?

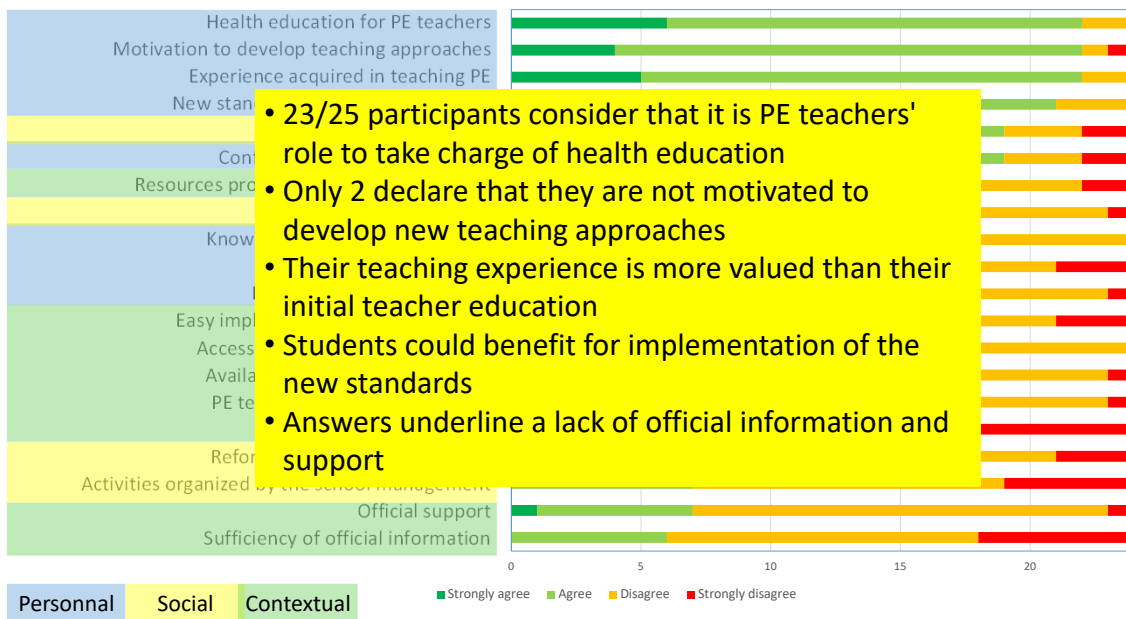


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Opinions about the implementation - Pre



Opinions about the implementation - Pre



Results – Comparison pre-post (n=14)



Health education for PE teachers

An0100	3	3	○
Be1500	3	4	↗
* More very positive answers	4	3	↘
	3	4	↗
	4	4	○
Ch3009	3	3	○
Fr1211	3	2	↘
Fr2905	3	2	↘
GH0304	4	4	○
Gh1006	3	3	○
Jo2183	3	4	↗
Ma3101	3	3	○
RO1395	4	4	○
Te1915	3	3	○

Enhancing PE teachers' role

An0100	3	2	↘
Be1500	3	4	↗
* Less convinced for impact	2	2	○
	2	2	○
	3	3	○
Ch3009	2	2	○
Fr1211	3	2	↘
Fr2905	2	2	○
GH0304	4	3	↘
Gh1006	3	3	○
Jo2183	3	4	↗
Ma3101	3	3	○
RO1395	1	3	↑
Te1915	2	3	↗

Results – Comparison pre-post (n=14)



Health education for PE teachers

An0100	3	3	○
Be1500	3	4	↗
CH0921	4	3	↘
ch2502	3	3	○
Ch2505	4	3	↘
Ch3009	3	3	○
Fr1211	3	2	↘
Fr2905	3	2	↘
GH0304	4	4	○
Gh1006	3	3	○
Jo2183	3	4	↗
Ma3101	3	3	○
RO1395	4	4	○
Te1915	3	3	○

Enhancing PE teachers' role

An0100	3	2	↘
	3	4	↗
	2	2	○
	2	2	○
	3	3	○
	2	2	○
	2	2	○
Fr2905	2	2	○
GH0304	4	3	↘
Gh1006	3	3	○
Jo2183	3	4	↗
Ma3101	3	3	○
RO1395	1	3	↑
Te1915	2	3	↗

• For both questions: 3 increases, 8 ties, 3 decreases
 • The in-service module seems to reinforce the conviction of the PE teachers about their role as health promoters but not about their statute within the school

Results – Comparison pre-post (n=14)



Confidence for implementation

An0100	3	3	○
Be1500	3	4	↗
* Slight increase of the answers	4	3	↘
	3	3	○
	3	3	○
Ch3009	2	2	○
Fr1211	1	2	↗
Fr2905	3	3	○
GH0304	3	3	○
Gh1006	3	3	○
Jo2183	3	3	○
Ma3101	3	2	↘
RO1395	3	3	○
Te1915	1	3	↑

Motivation to develop new approaches

An0100	4	3	↘
Be1500	4	4	○
* Overall slight increase	4	3	↘
	3	3	○
	3	4	↗
Ch3009	3	3	○
Fr1211	1	2	↗
Fr2905	3	2	↘
GH0304	3	3	○
Gh1006	3	3	○
Jo2183	3	4	↗
Ma3101	3	3	○
RO1395	3	3	○
Te1915	2	2	○

Results – Comparison pre-post (n=14)



Confidence for implementation

An0100	3	3	○
Be1500			
CH0921			
ch2502			
Ch2505			
Ch3009			
Fr1211	1	2	↗
Fr2905	3	3	○
GH0304	3	3	○
Gh1006	3	3	○
Jo2183	3	3	○
Ma3101	3	2	↘
RO1395	3	3	○
Te1915	1	3	↑

Motivation to develop new approaches

An0100	4	3	↘
		4	○
		3	↘
		3	○
		4	↗
		3	○
Fr1211	1	2	↗
Fr2905	3	2	↘
GH0304	3	3	○
Gh1006	3	3	○
Jo2183	3	4	↗
Ma3101	3	3	○
RO1395	3	3	○
Te1915	2	2	○

• Answers to both questions tend to become more positive (no more strong disagreements)
 • The in-service module would reinforce teachers' prerequisites

Results – Comparison pre-post (n=14)



New standards as a plus for students

* Slight decrease of the answers

An0100	3	3	○
Be1500	3	4	↗
CH0921	4	3	↘
ch2502	3	3	○
Ch3009	3	2	↘
Fr1211	3	2	↘
Fr2905	3	3	○
GH0304	4	3	↘
Gh1006	3	3	○
Jo2183	3	3	○
Ma3101	2	3	↗
RO1395	3	3	○
Te1915	3	3	○

Students will appreciate

* Less convinced by the students

An0100	3	3	○
Be1500	3	4	↗
CH0921	3	2	↘
ch2502	2	3	↗
Ch3009	3	3	○
Fr1211	3	2	↘
Fr2905	3	2	↘
GH0304	3	3	○
Gh1006	3	3	○
Jo2183	3	3	○
Ma3101	3	2	↘
RO1395	4	3	↘
Te1915	3	3	○

Results – Comparison pre-post (n=14)



New standards as a plus for students

Students will appreciate

• Answers to both questions tend to become less positive (more disagreements)
 • Based on informal exchanges with the participants, teachers would consider that students would prefer traditional PE with more opportunities to be physically active
 • Lack of awareness about the possible transfers?

An0100	3	3	○
Be1500	3	4	↗
CH0921	4	3	↘
ch2502	3	3	○
Ch2505	3	3	○
Ch3009	3	2	↘
Fr1211	3	2	↘
Fr2905	3	2	↘
GH0304	4	3	↘
Gh1006	3	3	○
Jo2183	3	3	○
Ma3101	2	3	↗
RO1395	3	3	○
Te1915	3	3	○

An0100	3	3	○
Be1500	3	4	↗
CH0921	3	2	↘
ch2502	3	3	↗
Ch2505	3	3	○
Ch3009	3	2	↘
Fr1211	3	2	↘
Fr2905	3	2	↘
GH0304	3	3	○
Gh1006	3	3	○
Jo2183	3	3	○
Ma3101	3	2	↘
RO1395	4	3	↘
Te1915	3	3	○

Results – Comparison pre-post (n=14)



Experience acquired in teaching PE

* Overall increase of the answers

An0100	3	4	↗
Be1500	3	4	↗
CH0921	4	3	↘
Ch3009	3	3	○
Fr1211	3	3	○
Fr2905	3	3	○
GH0304	3	3	○
Gh1006	3	3	○
Jo2183	3	4	↗
Ma3101	3	2	↘
RO1395	3	3	○
Te1915	3	2	↘

Knowledge acquired during PETE

* Less convinced by pre-service

An0100	3	3	○
Be1500	2	4	↑
CH0921	4	3	↘
Ch3009	3	3	○
Fr1211	2	2	○
Fr2905	3	2	↘
GH0304	4	2	↓
Gh1006	3	3	○
Jo2183	4	3	↘
Ma3101	3	2	↘
RO1395	3	2	↘
Te1915	3	2	↘

Results – Comparison pre-post (n=14)



Experience acquired in teaching PE

• If the participants become globally more positive about their professional experience, most of them become more critical towards the preparation they received during PETE (Lawson et al., 2020)

An0100	3	4	↗
Be1500	3	4	↗
CH0921	4	3	↘
ch2502	3	3	○
Ch2505	2	4	↑
Ch3009	3	3	↗
Fr1211	3	3	○
Fr2905	3	3	○
GH0304	3	3	○
Gh1006	3	3	○
Jo2183	3	4	↗
Ma3101	3	2	↘
RO1395	3	3	○
Te1915	3	2	↘

Knowledge acquired during PETE

An0100	3	3	○
Be1500	2	4	↑
CH0921	4	3	↘
ch2502	3	3	○
Ch2505	4	3	↘
Ch3009	3	3	↗
Fr1211	2	2	○
Fr2905	3	2	↘
GH0304	4	2	↓
Gh1006	3	3	○
Jo2183	4	3	↘
Ma3101	3	2	↘
RO1395	3	2	↘
Te1915	3	2	↘

Teachers' opinions about the module (n=15)

		Strongly agree	Agree	Disagree	Strongly disagree
Interest for the topic	* Majority of positive answers	4	10		
Relevant design		3	11	1	
Contribution of the experts		8	7		
Interest of the offered resources		6	8	1	
Optimal atmosphere in the group		9	6		
Group production in line with expectations		4	10	1	
Interest of all productions		2	11	2	
Personal involvement		7	8		

☞ Need to adapt themes to match the students and the way of teaching

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Teachers' opinions about the follow-up (n=15)

	Strongly agree	Agree	Disagree	Strongly disagree
Intention to implement the productions	1	11	3	
Possible use of didactic sequences	2	11	2	
Exploitation of the resources shared by experts	2	11	2	
Interest of the sequences for students	1	13	1	
Interest to keep in touch for sharing experience	5	8	2	
Sharing of production and resources with colleagues	6	7	2	
Collaboration with health structures	2	12	1	

- ☞ A limited part of the participants seem not fully convinced to use what they learned
- ☞ Maybe because their planning was already established until the school year

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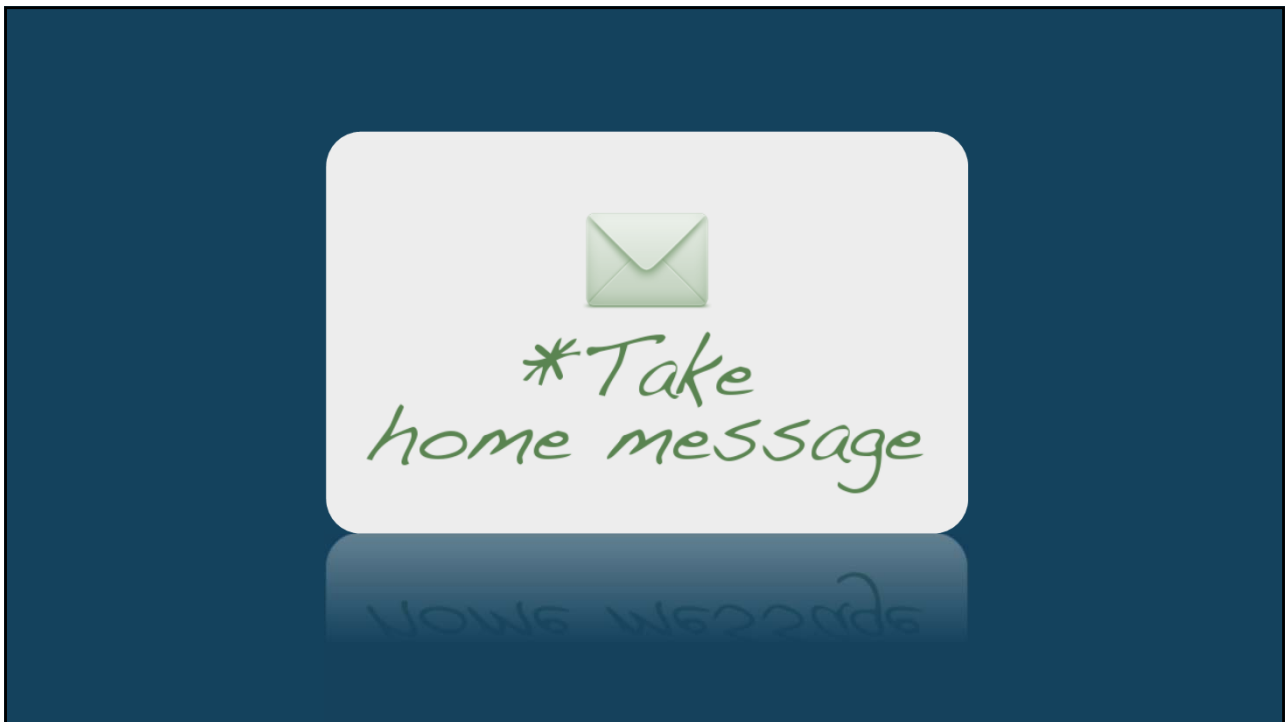
Suggestions (n=15)

Nothing	
Nothing	
A more solid foundation during our initial training	
Practice and training on health skills (e.g. use of AED)	
More specific on competences listed by the new standards	* More precise receipts
Examples of lessons on expectations	
More resources	
Choice of groups	
Work on several themes instead only one	* Opportunity to cover all health themes
Review the 6 proposed themes	
Being able to wander around the different groups or themes	
Have a vision of all the themes	
Greater exchange between groups after presentation	
Brief information from all the facilitators before forming the subgroups	
Have several referents	
Have the opportunity to discuss with speakers from other groups	
Let us meet all the key facilitators	

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Results – Swot analysis

Strengths	Weaknesses	Opportunities	Threats
Improvement of PE teachers' awareness	Available time to develop the projects	Creation of a community of practice	Decrease of CPD budgets
Participants positive opinions about the process	Light description of the lessons' plans	Replication of the inservice session	Availability of the experts
Participants positive opinions about the follow-up	Each teacher focused only on one health topic	Support of the education services	Resistance to change of some teachers
Collaboration between experts and practitioners	Main focus on endurance activities	Participation of additional experts	Available time for CPD
Resources developed by the participants	Availability of the experts' resources	Extension of the training period	
Resources proposed by the experts	Involvement of some teachers		
Motivation of the experts			



Five key messages



Despite the communication efforts of the educational authorities, few PE teachers are aware about the major reform to implement

Five key messages



The collaboration between PE teachers and health promotion specialists is highly appreciated

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Five key messages



PE teachers realize that their knowledge and skills should be strengthened

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Five key messages



Integrating health related concepts into PE lessons without losing motor activity requires specific engineering

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Five key messages for PETE



PE teachers should have more time to work in teams to have a chance to achieve the challenge of PHE

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In that perspective...

Priority #1

Priority #2

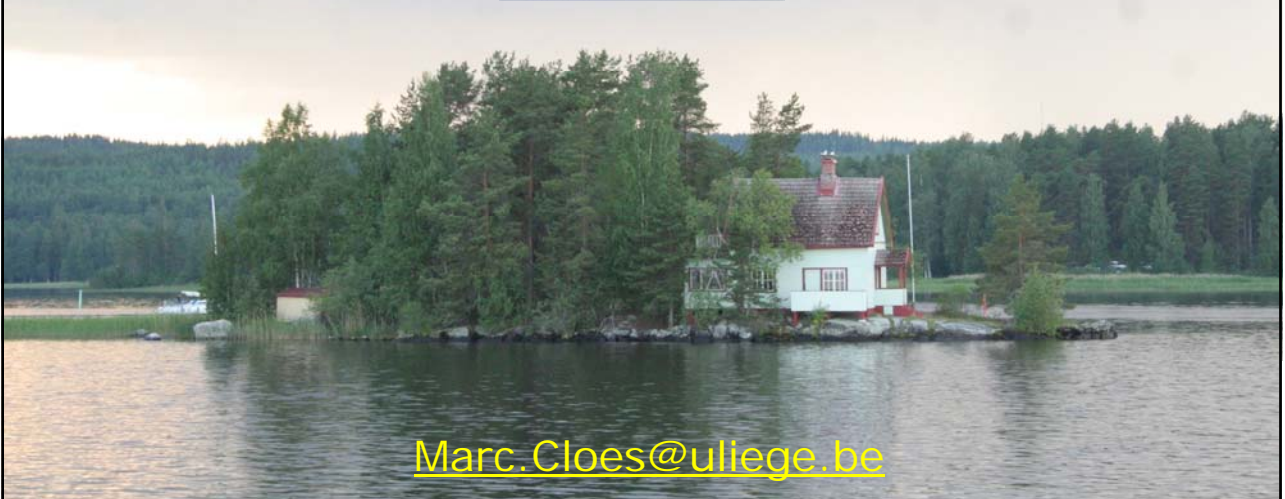
Priority #3

Highlight that
it is possible

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<https://hdl.handle.net/2268/316479>



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